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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Survey (what are the consequences?)**  **Sharing the planet** | | | | | **Driving  Supporting xDiscipline-Specific** | | | | |
| **Modality**  **x**Visual  Kinaesthetic  **x**Auditive | **Style**  **x**Mastery  Understanding  Interpersonal  **x**Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **Formative** Summative | | | |
| Visual-Spatial  **x**Verbal-Linguistic  Kinaesthetic  **x**Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  **Open-ended Task**  Other | | **Tools**  Rubric  Exemplars  **Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Reads data on a bar graph to compare and contrast quantities | | | | | | **Skills: Research Skills**  – Organizing data | | | | | |
| **Materials:** Maths notebook and pencil case | | | | | | **Grouping**  Individual  Pairs  Small group  **Half group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **Alternative**  Parallel  Stations |
| **Date: Week 31**  **April 16 to the 20th** | | | **Time:** 45 min | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Review with the children by showing the last survey done the different elements that are written or drawn on the chart (criteria-tally marks-number) by asking the following questions: Who remembers the name of this? What is it used for? What do I put on the first (second-third column?). | | | | | | | | | | | |
| **Main Activity:** Children will go around school and ask people to choose one of the forms of pollution that he/she has on the tally chart then they will ask the following question **(What are the consequences?)** and they will register the information on the tally chart made by the teacher under the question:  **(What are the consequences?)**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Closing:** Then children will make the bar graph with the information gathered.  Introduceand model the words some, few and most with an example so children can later on use it to read their own bar-graph. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |